

**Introduced by Senator Torlakson**January 4, 2006

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An act relating to teacher development.

## LEGISLATIVE COUNSEL'S DIGEST

SB 1124, as introduced, Torlakson. Teachers: recruitment, training, and retention.

Existing law provides for the certification of teachers in kindergarten and grades 1 to 12, inclusive.

This bill would express the intent of the Legislature that various actions should occur in order to recruit, train, and retain a qualified teacher for every classroom in California.

Vote: majority. Appropriation: no. Fiscal committee: no.  
State-mandated local program: no.

*The people of the State of California do enact as follows:*

- 1     SECTION 1. (a) The Legislature finds and declares all of the  
2     following:  
3     (1) Today, more than 20,000 teachers in California are still  
4     underprepared and each day more than 400,000 pupils are being  
5     shortchanged by the serious lack of investment in recruiting,  
6     training, and retaining qualified teachers.  
7     (2) The shortage of qualified classroom teachers is growing  
8     throughout California, with recent teacher retirement and attrition  
9     projections indicating that California will need to recruit, train,  
10    and retain nearly 237,000 new teachers over the next 10 years.  
11    (3) The problem is particularly acute in low-performing,  
12    high-priority schools where a significant number of pupils fail to  
13    meet rigorous state and federal academic performance standards.

1 (4) The rising costs of higher education, coupled with the shift  
2 in available financial aid from scholarships and grants to loans,  
3 has placed an increasing burden of long-term debt upon pupils.  
4 As a result, loan repayment options have become an increasingly  
5 important consideration in a pupil's decision to pursue a  
6 postsecondary education, especially for those pupils who are  
7 considering a career in teaching, which is not as lucrative as  
8 many private sector professions.

9 (5) The availability of financial aid and loan repayment  
10 assistance are particularly important to economically  
11 disadvantaged pupils when making their educational and career  
12 decisions.

13 (6) Recent research shows that teachers are more likely to be  
14 attracted to, and be more successful in schools that resemble the  
15 communities from which they came. The acute need for quality  
16 teachers in high-priority schools and districts is partly due to a  
17 lack of pupils from these communities entering the teaching  
18 profession.

19 (7) Quality teacher preparation programs, intensive  
20 professional development, proper support, and critical  
21 assessment during the beginning years of a teacher's career, are  
22 crucial to teacher quality and retention.

23 (b) It is, therefore, the intent of the Legislature that all of the  
24 following should occur:

25 (1) An intensive effort to recruit, train, and retain a qualified  
26 teacher for every classroom in California.

27 (2) The existing Assumption Program of Loans for Education  
28 and the Governor's Teaching Fellowship Program be integrated  
29 and enhanced to ensure financial security for aspiring new  
30 teachers who agree to remain in a high-priority school for at least  
31 four years, and be combined with new housing subsidy  
32 incentives.

33 (3) Outreach programs be targeted at pupils in high-priority  
34 schools, intended to inspire pupils to pursue a career in teaching  
35 and return to teach in and improve their communities.

36 (4) Working conditions in high-priority schools be enhanced  
37 in order to improve retention and job satisfaction in these  
38 hard-to-staff schools and districts.

39 (5) The Legislature work with stakeholders to enhance,  
40 integrate, and improve the Beginning Teacher Support and

1 Assessment System and alternative pathways to teaching  
2 internship programs to ensure that novice teachers are fully  
3 prepared and adequately supported in the crucial first few years  
4 of teaching.

5 (6) Barriers and financial disincentives for retiring teachers to  
6 continue part-time employment as mentors and trainers be  
7 removed in order to ensure that all novice teachers have adequate  
8 access to experienced mentors and master teachers.

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